

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

English has become a means of communication among people around the world nowadays. Everyone can communicate more easily by using English even though they have different background because it is used as global language. In Indonesia, English is a mandatory subject in senior high schools. Learning English usually has four main skills and three parts. The four main skills are reading, listening, writing, and speaking, while the three parts are phonology, grammar, and vocabulary. Students should be able to use basic formal and informal English expressions when asking questions and instructions in everyday, work and professional life. Common problems in learning English are difficulties in understanding and applying grammar correctly, as well as difficulties speaking fluently and confidently.

Based on theory and previous research, effective English learning combines task-based learning with intensive speaking practice. So the researcher proposes to use Task-Based Learning as a teaching medium to help develop students' speaking skills. Students must be able to communicate verbally, achieving several language aspects such as accent (pronunciation), grammar, vocabulary, fluency and understanding, which is a minimum graduation requirement of 70.0 (KTSP Spektrum, 2009, p.36-37). In accordance with the objectives that have been set,

speaking skills are really needed by students. Speaking is very important in the learning process, especially in learning English.

As a student in an EFL class, one must be able to speak English. However, mastering speaking is not easy because students need to pay attention to aspects such as fluency, accuracy and complexity. Various kinds of speaking activities cannot be separated from the learning process of mastering English. However, most schools in Indonesia still use traditional methods in teaching English to their students. They emphasize the use of grammar rather than speaking activities in class. Lack of assignments in speaking skills is a problem why many students find it difficult to speak English. This idea is reinforced by Le, Do, and Tran (in Ho and Long, 2014) who found that although English language teaching and learning has developed rapidly, students' oral performance has not fully developed. Even though the world of teaching and learning English has developed, there are still many students who fail to speak it.

Richards (1990, p. 233) stated that this failure was caused by a lack of curriculum that focused on speaking skills, limited ability. English teachers in English language proficiency, monotonous class atmosphere, minimal practice carried out outside of class, and an exam system that does not does not emphasize speaking skills. Usually teachers do not give students varied and meaningful speaking assignments. Such tasks are usually not in the natural concept. This causes students to rely on rote memorization, not fully understanding and applying assignments. To make students talk more in class, teachers need to use methods

that encourage them to talk in class. And in this case the researcher has examined what influence task-based learning has on the speaking skills of class 10 students at SMAN 1 Seputih Raman.

The researcher has chosen this school because the 10th grade students of SMAN 1 Seputih Raman lacked speaking skills in English lessons, and the researcher wants to develop English language skills using the Task-Based Learning method, because Task-Based Learning is often more interesting for students because they are involved in tasks. challenging assignments that require creative thinking and collaboration with classmates. This can increase learning motivation and active participation. And researcher has chosen schools and teaching methods for the reasons listed. Therefore, researcher is enthusiastic about conducting research entitled "The Effect of Task-Based Learning in Improving Speaking Skills of Tenth Grade Students at SMAN 1 Seputih Raman.

### **1.2 Research Question**

Based on the explanation in background of study, the researcher formulates a research question as follows: Is there any effect of Task-Based Learning in improving speaking skill of Tenth Grade Students at SMAN 1 Seputih Raman?

### **1.3 Research Objective**

The following is the research objective of this study, namely; To find out whether there is an effect of Task-Based Learning in improving speaking skill of Tenth Grade at SMAN 1 Seputih Raman.

### **1.4 Uses of the Research**

This research is expected to provide a significant contribution both theoretically

and practically.

**a. Theoretical Significance**

The researcher really hopes that readers will get a lot of knowledge related to this research and can also contribute and provide empirical evidence to support the effect of Task-Based Learning on students' speaking skills.

**b. Practical Significance**

The practical significance of this research can be useful for students themselves, teachers, for the research and also for schools, as follows:

1) For students

The results of this study are expected to improve speaking skills by with the use of teaching methods Task-Based Learning.

2) For teachers

It is hoped that this research can help teachers to use the Task-Based Learning method in English lessons in order to develop English language proficiency in speaking skills.

3) For other researchers

For other researchers, it is hoped that this research can be a reference and can help in carrying out assignments regarding the Task-Based Learning method.

**1.5 Scope of Research**

This study focuses on validating the effectiveness of using Task-Based Learning to improve students' speaking skills. This research was conducted in class 10 SMAN 1 Seputih Raman. The researcher used a pre experimental with one class group design in quantitative method. Researcher took only one class consisting

30 students who were given a pretest, treatment and post test. The researcher asked students to retell the story that has been givefor 2-5 minutes